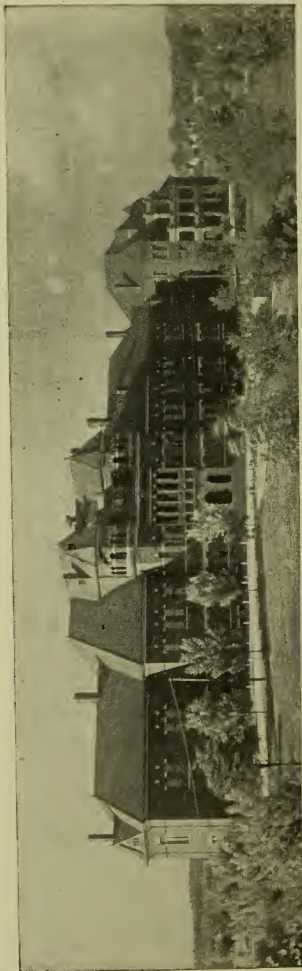


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NORTH CAROLINA

STATE NORMAL AND INDUSTRIAL COLLEGE,

GREENSBORO, N. C.

1900-1901.

CALENDAR.

1901-1902.

SEPTEMBER 19—THURSDAY.—

Registration.

Entrance Examinations:

English,

Hygiene.

SEPTEMBER 20—FRIDAY.—

Entrance Examinations:

Arithmetic,

United States History.

Examinations for advanced classes:

Latin,

German,

French,

Chemistry,

Physics.

SEPTEMBER 21—SATURDAY.—

Examinations for advanced classes:

Botany,

Physical Geography,

Physiology,

Drawing,

Algebra,

Geometry.

NOVEMBER 28.—Thanksgiving Day.—Holiday.

DECEMBER 20 TO DECEMBER 31.—Christmas Vacation.

MAY 25.—SUNDAY.—Commencement Sermon.

MAY 26-27.—MONDAY AND TUESDAY.—Commencement Exercises.

BOARD OF DIRECTORS.

J. A. BLAIR,	.	.	.	.	.	.	Randolph County.
H. G. CHATHAM,	.	.	.	.	.	.	Surry County.
J. E. FOWLER,	.	.	.	.	.	.	Sampson County.
S. M. GATTIS,	.	.	.	.	.	.	Orange County.
JOHN GRAHAM,	.	.	.	.	.	.	Warren County.
R. T. GRAY,	.	.	.	.	.	.	Wake County.
C. H. MEBANE,	.	.	.	.	.	.	Catawba County.
J. D. MURPHY,	.	.	.	.	.	.	Buncombe County.
J. F. POST, JR.,	.	.	.	.	.	.	New Hanover County.
W. P. SHAW,	.	.	.	.	.	.	Hertford County.

OFFICERS OF THE BOARD.

T. F. TOON, *Ex-officio President.*

J. M. SPAINHOUR, *Secretary.*

E. J. FORNEY, *Treasurer.*

FACULTY.

CHARLES D. McIVER, D. LITT.,
Civics.

PHILANDER PRIESTLY CLAXTON, A. M.,
Pedagogics.

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NELLIE ASHBURN BOND, ASSISTANT,
English.

WILLIAM C. SMITH, PH. B.,
History.

GERTRUDE W. MENDENHALL, B. S.,
LAURA H. COIT, ASSISTANT,
Mathematics.

DIXIE LEE BRYANT, B. S.,
Geology, Biology, and Physical Geography.

MARY M. PETTY, B. S.,
Chemistry and Physics.

EDITH B. BLACKWELL, A. B., M. D.,
Physiology and Hygiene.

MARY SETTLE SHARPE,
Reading, Elocution, and Physical Culture.

VIOLA BODDIE,
OELAND LAMAR BARNETT, ASSISTANT,
Latin.

NENA MORROW.
French and Spanish.

FACULTY--CONTINUED.

-BERTHA M. LEE,
German.

CLARENCE R. BROWN,
Vocal Culture.

LAURA L. BROCKMANN,
Piano and Harmony.

CHARLES J. BROCKMANN,
Stringed Instruments and Piano.

MELVILLE VINCENT FORT,
Industrial Art.

MINNIE L. JAMISON,
FANNIE HOEN MASSEY,
Domestic Science.

E. J. FORNEY,
MAMIE BANNER, ASSISTANT,
Commercial Department.

SUPERVISING TEACHERS OF PRACTICE SCHOOL:

P. P. CLAXTON,
G. A. GRIMSLEY,
LEAH D. JONES,
NETTIE MARVIN ALLEN,
ANNIE W. WILEY.

OFFICERS OF THE INSTITUTION.

CHARLES D. McIVER,

President.

SUE MAY KIRKLAND,

Lady Principal.

EDITH B. BLACKWELL,

Resident Physician.

CLEONE E. HOBBS,

Trained Nurse.

MRS. CLARA A. DAVIS,

Matron.

KATHERINE DAVIS,

Assistant Matron.

E. J. FORNEY,

Bursar.

ANNIE G. RANDALL,

Registrar.

EMILY SEMPLE AUSTIN,

Stenographer.

ANNIE F. PETTY,

Librarian.

IMPORTANT DIRECTIONS.

1. The attention of the student is called to the calendar. *See page three of this catalogue.* It is urged that all students be present on the first day.

2. There will be a vacation of one week at Christmas.

3. When application is made for admission, the applicant should not fail to give her county.

4. Special attention is called to the article on "Requirements for Admission."

5. The rooms in the dormitory building have been comfortably fitted up and the beds have good springs and mattresses. Each student is expected to bring for her own use the following articles: One pillow and two pairs of pillow cases, two pairs of sheets, one pair of blankets, one counterpane, six towels and six table napkins, one spoon, knife, and glass for individual use in her room. *Only single beds are used.* Students who board in private families are expected to bring two pairs of sheets, one pair of blankets, one counterpane, towels and table napkins.

6. If, *after examining this catalogue carefully*, further information is desired, it can be obtained by addressing President McIver, Greensboro, N. C.

STUDENTS.

NAME.	POST OFFICE.	COUNTY.
Abbott, Rosa.....	Greensboro	Guilford.
Albright, Berta M. ..	Haw River	Alamance.
Allen, Daisy B.	Louisburg.....	Franklin.
Allen, Nettie M.*	Kittrell	Vance,
Allen, Sara Grace	Polkton.....	Anson.
Anderson, Alice A.....	Hillsboro	Orange.
Anderson, May.	Paint Gap.....	Yancey.
Asbury, Dora.....	Burkemont.....	Burke.
Austin, Eliza Booker.....	Tarboro	Edgecombe.
Austin, Emily S.*.....	Tarboro	Edgecombe.
Baber, Lucy May.....	Belwood.....	Cleveland.
Badgett, Frieda.....	Jackson Hill	Davidson.
Bagwell, Anna Scroggs.....	Fancy Hill.....	Iredell.
Banner, Mamie.....	Mt. Airy	Surry.
Barden, Ruth.....	Plymouth.....	Washington.
Barnett, Oeland Lamar*	Shelby.....	Cleveland.
Barwick, Jennie ..	Grifton.....	Lenoir.
Beaman, Annie	Clinton.....	Sampson.
Beaman, Katie	Clinton.....	Sampson,
Bell, Clara Louise	Elkin.....	Surry.
Bell, Margaret R.....	Mocksville.....	Davie.
Benbow, Mary E.	Greensboro.....	Guilford.
Benton, Julia E.....	Charlotte	Mecklenburg.
Berry, Harriet M.	Hillsboro	Orange.
Best, Lena Lolette.....	High Point.....	Guilford.
Beverly, Nettie.....	Wadeville.....	Montgomery.
Boddie, Mary Needham	Nashville.....	Nash.
Bond, Nellie Ashburn*.....	Windsor	Bertie.
Booker, Floy Lenore.....	High Point	Guilford.
Booker, Maggie Dora.....	Chapel Hill.....	Orange.
Booth, Lucy D.,	Stem.....	Granville.
Bost, Bessie	South River.....	Rowan.
Bostian, Carrie Pearle.....	Albemarle.....	Stanley.
Bowling, Susie.....	Durham	Durham.
Boyden, Mary Cole	Boone.....	Watauga.
Bradshaw, Kate.....	Greensboro.....	Guilford.
Bradsher, Foy.....	Roxboro.....	Person.
Brickell, Mary Wessen.....	Weldon.....	Halifax.
Bridgers, Mary Horne.....	Tarboro.	Edgecombe.

*Special student.

NAME.	POST OFFICE.	COUNTY.
Brooks, May E.....	Grifton.....	Lenoir.
Brown, Isa L.....	Edenton.....	Chowan.
Brown, Jessie R.....	Newton.....	Catawba.
Brown, Lela.....	Greenville.....	Pitt.
Brown, Lizette.....	Winston-Salem.....	Forsyth.
Brown, Martha.....	Conetoe.....	Edgecombe.
Brown, Mary.....	Conetoe.....	Edgecombe.
Brown, Mary Wilson..	Locust Hill.....	Caswell.
Brown, Virginia.....	Greensboro.....	Guilford.
Bryan, Gertrude.....	Scott's Hill.....	Pender.
Bryan, Lillie.....	Institute.....	Lenoir.
Bryan, Susie Elizabeth.....	Goldsboro.....	Wayne.
Bullock, Carrie Kernmore.....	Autryville.....	Sampson.
Burkett, Maggie A.,.....	Brookside.....	Watauga.
Buys, Marie.....	Havelock.....	Craven.
Byerly, Fannie Victoria.....	Yadkin College.....	Davidson.
Byrd, Flossie Almira.....	Buie's Creek.....	Harnett.
Cahoon, Alice.....	Roper.....	Washington.
Cameron, Margaret LeGrand.....	Richmond, Va.	
Capps, Minnie E.....	Warren Plains.....	Warren.
Carraway, Daphne King.....	Wilson.....	Wilson.
Cassidey, Lulu May.....	Laurinburg.....	Scotland.
Cator, Mary Louise.....	Greensboro.....	Guilford.
Cecil, Mattie C.....	Lexington.....	Davidson.
Cheatham, Tazzie.....	Oxford.....	Granville.
Chestnut, Annie Pauline.....	Clinton.....	Sampson.
Clarkson, Adelaide Jones.....	Charlotte.....	Mecklenburg.
Clendenin, Esther.....	Graham.....	Alamance.
Cline, Mrs. E. B.....	Hickory.....	Catawba.
Coble, Eleanor May.....	Gilmer's Store.....	Guilford.
Coit, Laura H.*.....	Salisbury.....	Rowan.
Cole, Frances M.....	Oxford.....	Granville.
Cook, Ina Blanche.....	Jonesville.....	Yadkin.
Cooper, Berta L.....	Clinton.....	Sampson.
Copeland, Ellie Furman.....	Statesville.....	Iredell.
Copeland, Nannie J.....	Broadway.....	Moore.
Cowan, Ida.....	Durham.....	Durham.
Coward, Lellie P.....	Windsor.....	Bertie.
Coward, Bettie W.....	Ormandsville.....	Greene.
Cox, Bettie L.....	New Market.....	Randolph.
Creech, Myrtie Lee.....	Greensboro.....	Guilford.
Creele, Margaret T.....	Bynum.....	Chatham.
Crowell, Julia Elizabeth.....	Charlotte.....	Mecklenburg.

*Special student.

NAME.	POST OFFICE.	COUNTY.
Dalrymple, Myrta R.....	Jonesboro.....	Moore.
Dameron, Tempe H.....	Inez.....	Warren.
Daniel, Helen Litchford.....	Halifax.....	Halifax.
Davenport, Pattie.....	Pactolus.....	Pitt.
Davenport, Sidney May.....	Pactolus.....	Pitt.
Davis, Elizabeth Duncan.....	Beaufort.....	Cartaret.
Dawson, Maude.....	Institute.....	Lenoir.
Detwiler, Mary Bell.....	Gastonia.....	Gaston.
Detwiler, Myrtle Grace.....	Gastonia.....	Gaston.
Dickens, Mattie.....	Ravenswood.....	Person.
Dixon, Margaret.....	Query's.....	Mecklenburg.
Duffy, Lalyce.....	Greensboro.....	Guilford.
Dunn, Ione H.....	Scotland Neck.....	Halifax.
Dunn, Mattie Eliza.....	Wake Forest.....	Wake.
Edmundson, Alice B.....	Leachburg.....	Johnston.
Edwards, Ida Weston.....	Hookerton.....	Greene.
Edwards, Lois M.....	Henderson.....	Vance.
Elliot, Bessie E.....	Cisco.....	Chowan.
Evans, Elsie.....	Enterprise.....	Davidson.
Fagan, Henretta Wood.....	Plymouth.....	Washington.
Faison, Lyda F.....	Faison.....	Sampson.
Ferguson, Anna Lee.....	Reidsville.....	Rockingham.
Ferguson, Maud.....	Waynesville.....	Haywood.
Ferrell, Annie.....	Clinton.....	Sampson.
Field, Minnie L.....	Greensboro.....	Guilford.
Field, Rosa.....	Greensboro.....	Guilford.
Finley, Kate.....	Marion.....	McDowell.
Flemming, Debbie Iola.....	Pactolus.....	Pitt.
Fletcher, Meta.....	Fletcher.....	Henderson.
Foust, Lucille.....	Winston-Salem.....	Forsyth.
Foy, Maud Inez.....	Newbern.....	Craven.
Freeman, Fannie.....	Taylor.....	Wilson.
Freeman, Pearl Vivian.....	Windsor.....	Bertie.
Fry, Lucy E.....	Newton.....	Catawba.
Fryar, Sallie A.....	McLeansville.....	Guilford.
Gainey, Maud L.....	Sherwood.....	Cumberland.
Garett, Ellen Lynch.....	Greensboro.....	Guilford.
Glass, Lettie.....	Greensboro.....	Guilford.
Glass, Sallie May.....	Blackwells.....	Caswell.
Glenn, Eula.....	Crowder's Creek.....	Gaston.
Glenn, Julia.....	Greensboro.....	Guilford.
Glenn, Lucy McGee.....	Greensboro.....	Guilford.
Glenn, Margaret M.....	Greensboro.....	Guilford.

NAME.	POST OFFICE.	COUNTY.
Graeber, Fanny.....	Burlington.....	Alamance.
Graeber, Mabel.....	Concord.....	Cabarrus.
Gray, Minnie M.....	Higdonville.....	Macon.
Gregory, Antoinette M..	Greensboro.....	Guilford.
Griffin, Mary Emeline.....	Pittsboro.....	Chatham.
Hackett, Mattie Jennie..	Wilkesboro.....	Wilkes.
Hagwood, Bessie.....	Wake Forest.....	Wake.
Hampton, Lelia B.....	Greensboro.....	Guilford.
Hampton, May.....	Greensboro.....	Guilford.
Hanff, Anna P.....	Newbern.....	Craven.
Hankins, Ida.....	Wilmington.....	New Hanover.
Hannah, Cornelia Roberts	Salisbury.....	Rowan.
Hanner, Margaret.....	Greensboro.....	Guilford.
Hardee, Fannie Ringgold	Ormondsville.....	Greene.
Hardesty, Eva May.....	Morehead City.....	Cartaret.
Hardin, Anna E.....	Pleasant Garden.....	Guilford.
Hardin, Lizzie.....	Julian.....	Randolph.
Hardin, Minnie.....	Liberty.....	Randolph.
Harding, Sudie L.....	Greenville.....	Pitt.
Hardison, Carrie P..	Thurman.....	Craven.
Harper, Mary E.....	Snow Hill.....	Greene.
Harris, Berlie Adelle.....	Greensboro.....	Guilford.
Harris, Bessie J.....	Greensboro.....	Guilford.
Harrison, Annie L.....	Wilmington.....	Hew Hanover.
Hathcock, Elizabeth.....	Albemarle.....	Stanley.
Haynes, Mabel L.....	Raleigh.....	Wake.
Heath, Lewis Giles.....	Albemarle.....	Stanley.
Herman, Bertha E.....	Conover.....	Catawba.
High, Erna E.....	Roanoke, Va.....	
Hines, Mamie P.....	Kinston.....	Lenoir.
Hines, Margaret.....	Mt. Airy.....	Surry.
Hockett, Octavia E.....	Pleasant Garden.....	Guilford.
Hocutt, Willie Kennedy.....	Thomasville.....	Davidson.
Hodges, Frances E.....	Kinston.....	Lenoir.
Holt, Lillian.....	Smithfield..	Johnston.
Holt, Maude.....	Mebane.....	Alamance.
Hoover, Maude.....	Winston-Salem.....	Forsyth.
Howard, Jennie.....	Denver.....	Lincoln.
Howell, Anna Livingstone	Tarboro.....	Edgecombe.
Hoyle, Annie Belle.....	Wakefield.....	Wake.
Hoyle, Helen Redwyne.....	Arcadia.....	Davidson.
Hoyle, Maude S.....	Arcadia.....	Davidson.
Hughes, Nora B.....	Randleman.....	Randolph.
Hussey, Carrie.....	Warsaw.....	Duplin.
Hussey, Louise.....	Warsaw.....	Duplin.

NAME.	POST OFFICE.	COUNTY.
Ireland, Charlotte, W. S.....	Faison.....	Sampson.
Ives, Bessie B.....	Grifton.....	Pitt.
Jackson, Lillie*.....	Greensboro.....	Guilford.
Jacocks, Martha W.....	Windsor.....	Bertie.
Jarvis, Margaret Sparrow.....	Washington.....	Beaufort.
Jenkins, Mary B.....	Saratoga.....	Greene.
Jennings, Genevieve.....	Greensboro.....	Guilford.
Jernigan, Sallie D.....	Mount Gould.....	Bertie.
Johnson, Kate.....	Greensboro.....	Guilford.
Jones, Bettie Sue.....	Reidsville.....	Rockingham.
Jones, Elizabeth Price.....	Warrenton.....	Warren.
Jones, Emily Johnson.....	Asheville.....	Buncombe.
Jones, Lucy N.....	Greensboro.....	Guilford.
Jones, Marie Louise.....	Newbern.....	Craven.
Jordan, Myra D.....	Laurinburg.....	Scotland.
Jordan, Sue.....	Laurinburg.....	Scotland.
Joyner, Elberta.....	Bunyon.....	Beaufort.
Keathley, Lillie V*.....	Wilmington.....	New Hanover.
Kerr, Nellie Williams.....	Kerr.....	Sampson.
Killian, Anna M.....	Startown.....	Catawba.
Kimmons, Irma.....	Concord.....	Cabarrus.
King, Eula K.....	Kinston.....	Lenoir.
King, Florrie Virginia.....	Wilmington.....	New Hanover.
King, Nora Lillington.....	Warrenton.....	Warren.
Kirby, Laura Craige.....	Raleigh.....	Wake.
Kirkpatrick, Eunice.....	Charlotte.....	Mecklenburg.
Kizer, Mamie E.....	Rural Hall.....	Forsyth.
Kizer, Annie M.....	Salisbury.....	Rowan.
Kluttz, Sadie E.....	Salisbury.....	Rowan.
Kugler, Helen Frances.....	Washington.....	Beaufort.
Land, Annie F.....	Greensboro.....	Guilford.
Land, Bettie Aiken.....	Greensboro.....	Guilford.
Land, Helen Peebles.....	Greensboro.....	Guilford.
Lasater, Mildred H.....	West Durham.....	Durham.
Lassiter, May.....	Wake Forest.....	Wake.
Lea, Pearl R.....	Greensboro.....	Guilford.
Leathers, Mary C.....	South Lowell.....	Durham.
Ledbetter, Florence.....	Greensboro.....	Guilford.
Ledbetter, Grace Louise.....	Polkton.....	Anson.
Lee, Bertha M.*.....	Mocksville.....	Davie.
Legerton, Fannie M.....	Greensboro.....	Guilford.
Leggett, Jennie.....	Palmyra.....	Halifax.

*Special student.

NAME.	POST OFFICE.	COUNTY.
Leggett, Pattie.....	Palmyra	Halifax.
LeMay, Julia Fidelia	LeMay	Johnston.
Lentz, Minnie.....	Albemarle	Stanley.
Lewis, Sallie Lavinia.....	Greensboro	Guilford.
Lindsay, Katharine A.....	Greensboro.....	Guilford.
Long, Pearl H.....	Graham.....	Alamance.
Lord, Janet.....	Bessemer City.....	Gaston.
Lowe, Edna M.....	Lowesville	Lincoln.
MacArtan, Ellen.....	Manchester.....	Harnett.
McCarrell, Hadassa C.....	Brevard.....	Transylvania.
McClees, Fannie	Durham	Durham.
McCormick, Marie A.....	Greensboro.....	Guilford.
McCoy, Mary Elizabeth.....	Bristow.....	Mecklenburg.
McCubbins, Mary Edna.....	Salisbury.....	Rowan.
McCulloch, Pearl.....	Oakdale.....	Alamance.
McGimsey, Annie L.....	Linville Store.....	Burke.
McGowan, Margeret Fitzhugh.....	Elm City.....	Wilson.
McIver, Annie Martin.....	Greensboro	Guilford.
McKinney, Birdie.....	Reidsville.....	Rockingham.
McNeely, Blanche.....	Mooresville.....	Iredell.
McNeely, Virginia Lee.....	Monroe.....	Union.
McRackan, Emily.....	Whiteville.....	Columbus.
Mallison, Ella Louise.....	Washington.....	Beaufort.
Massey, Daisy Irene	Durham	Durham.
Massey, Fannie H.*.....	Raleigh	Wake.
Massey, Lillian.....	Durham	Durham.
Massey, Vallie D.....	Durham.....	Durham.
Matthews, Bertha.....	Goldsboro.....	Wayne.
Mayerberg, Florence.....	Goldsboro.....	Wayne.
Medearis, Mary.....	Winston-Salem	Forsyth.
Mendenhall, Etta.....	Greensboro	Guilford.
Merritt, Anna.....	Bethel Hill.....	Person.
Michaux, Cornelia.....	Morganton	Burke.
Miller, Lillian E.....	Soda Hill.....	Watauga.
Miller, Maude'.....	Mocksville	Davie.
Mitchell, Sallie Ruffin	Lewiston	Bertie.
Moore, Ethel America	Statesville	Iredell.
Moore, Eliza.....	Kinston	Lenoir.
Moore, Mamie A.	Rural Hall	Forsyth.
Moore, Mary Taylor	Mt. Airy.....	Surry.
Morris, Florida Bowden.....	Hendersonville.....	Henderson.
Morton, Annette I.	Wilmington.....	New Hanover.
Morton, Josephine.....	Townsville	Vance.

*Special student.

NAME.	POST OFFICE.	COUNTY.
Moseley, Eva Lorena.....	Kinston	Lenoir.
Moseley, Fannie Justine	Kinston	Lenoir.
Moye, Virginia Slate.....	Kinston	Lenoir.
Munroe, Mary Scott	Goldsboro	Wayne.
Myers, Sallie Howard.....	Washington... ..	Beaufort.
Nash, Katharine.....	Tarboro	Edgecombe.
Newby, Virginia Scott	Hertford	Perquimans.
Newbold, Mary Nixon	Creswell	Washington.
Newland, Estelle M.....	Chadbourne	Columbus.
Nissen, Ethel.....	Winston-Salem.....	Forsyth.
Noell, Lula	Roxboro.....	Person.
Norman, Bessie.....	Plymouth.....	Washington.
Oettinger, Flora.....	Kinston.....	Lenoir.
Ogburn, A. Cary.....	Summerfield	Guilford.
Ogburn, Ellen.....	Summerfield.....	Guilford.
Orr, Fannie C.....	Charlotte	Mecklenburg.
Orrell, Ella L.....	Elbaville.....	Davie.
Pace, Catherine Easley	Wilson	Wilson.
Parker, Nettie Leete	Asheville.....	Buncombe.
Parrott, Hattie S.	Kinston	Lenoir.
Pate, Lizzie.....	Snow Hill	Greene.
Patrick, Bertha.....	Greenville.....	Pitt.
Peden, Martha A	Rocky Point.....	Pender.
Perry, Josephine Lois	Tunis.....	Hertford.
Peters, Emma,*	Greensboro.....	Guilford.
Peters, Mary B.....	Greensboro	Guilford.
Pickett, Swanna.....	Liberty	Randolph.
Pigford, Isabelle.....	Clinton	Sampson.
Pittman, Alma L.....	Whitakers	Edgecombe.
Pittman, Ethelind L.....	Whitakers	Edgecombe.
Poindexter, Catherine.....	Winston-Salem.....	Forsyth.
Poindexter, Eva Miller	Winston-Salem.....	Forsyth.
Potter, Lillie Virginia	Lowland.....	Pamlico.
Pritchard, Loula May.....	Kelford.....	Bertie.
Pugh, Flora.....	Progress.....	Randolph.
Pugh, Lucille.....	Lewiston.....	Bertie.
Rainey, Josephine Smith.....	Estelle.....	Caswell.
Randle, Daisy Lee.....	Pittsboro.....	Chatham.
Rankin, Bessie Lee.....	Greensboro.....	Guilford.
Rankin, Ethel B.....	Brown's Summit	Guilford.
Rawls, Elizabeth B.....	Durham.....	Durham.
Rea, Maybelle Lee.....	Pineville.....	Mecklenburg.

*Special student.

NAME.	POST OFFICE.	COUNTY.
Revelle, Marian Montford	Winston-Salem	Eorsyth.
Ricks, Della	Rocky Mount	Nash.
Ricks, Mary Thorne	Rocky Mount	Nash.
Riddick, Lillian Dillard	Riddicksville,	Hertford.
Rodwell, Irene R	Oakville	Warren.
Rountree, Rosabell	Kinston	Lenoir.
Rowe, Rosa	Newton	Catawba.
Royall, Evelyn P	Wake Forest	Wake,
Russell, Mary R	South Lowell	Durham
Sanders, Bettie Lee	Preston	Johnston.
Sanford, Laura	Mocksville	Davie.
Satterthwaite, Ida	Sidney	Beaufort.
Satterwhite, Eugenia	Henderson,	Vance.
Scarboro, Cleopatra	Eagle Rock	Wake.
Scott, Sallie Wellford	Warrenton	Warren.
Sergeant, Elizabeth	Greensboro	Guilford.
Sharp, Sallie McD	Harrellsville	Hertford.
Sharpe, Emma C	Greensboro	Guilford.
Side, Lillia M	Mt. Airy	Surry.
Slocumb, Lossie	Goldsboro	Wayne.
Sloop, Berta,	Linker	Iredell.
Small, Lizzie B	Fayetteville	Cumberland.
Smith, Ethel Gray	Chance	Sampson.
Smith, Grace	Greensboro	Guilford.
Smith, Ida	Iron Station	Lincoln.
Smith, Katharine	Mt. Airy	Surry.
Smith, Margaret E	Hugo	Greene.
Smith, Nathalie	Scotland Neck	Halifax.
Smith, Rosalie	Goldsboro	Wayne.
Snyder, Christina M	Port Gibson, N. Y	
Sparger, Carrie L	Mt. Airy	Surry.
Spencer, Miranda T	Pantego	Beaufort.
Stafford, Mary Emma	Winston-Salem	Forsyth.
Stamps, Elizabeth	Raleigh	Wake.
Stanford, Maggie D	Teer	Orange.
Stanford, Mariana	Altamahaw	Alamance.
Staples, Bessie W	Reidsville	Rockingham.
Staton, Selma	Hamilton	Martin.
Steele, Wil Warder	Asheville	Buncombe.
Stephenson, Clair M	Seaboard	Northampton.
Stewart, Annie	Stevens	Union.
Stewart, May	Greensboro	Guilford.
Stockton, Cora	Asheville	Buncombe.
Stokes, Marion S	Reidsville	Rockingham.

NAME.	POST OFFICE.	COUNTY.
Story, Eva Emily.....	Eure.....	Gates.
Street, Mary Emma.....	Newbern.....	Craven..
Sugg, Bertha R.....	Snow Hill.....	Greene.
Swain, Ada L.....	Greensboro.....	Guilford.
Tatum, Jennie H.....	Greensboro.....	Guilford.
Taylor, Mattie J.....	Winnabow.....	Brunswick.
Taylor, Nannie L.....	Graingers.....	Lenoir.
Templeton, Vennie Joe.....	Mooreville.....	Iredell.
Terry, Lillie Ethel.....	Reidsville.....	Rockingham.
Thompson, I. Pauline.....	Green Leaf.....	Wayne.
Thompson, Pearl Ella.....	Green Leaf.....	Wayne.
Thompson, Sarah Bertha.....	Mt. Mourne.....	Iredell.
Tripp, Bettie.....	Winterville.....	Pitt.
Trotter, Mary E.,*.....	Greensboro.....	Guilford.
Tucker, Eugenia.....	Oxford.....	Granville.
Tucker, Sallie P.....	Grifton.....	Pitt.
Tull, Alice K.....	Kinston.....	Lenoir.
Tull, Katie E.....	Kinston.....	Lenoir.
Tunstall, Minnie T.....	Greenville.....	Pitt.
Turner, Effie.....	Norwood.....	Stanley.
Turner, Marie Alma.....	Greensboro.....	Guilford.
Tyler, Annie L.....	Woodlawn.....	Hertford.
Waddell, Gussie.....	Ansonville.....	Anson.
Wagstaff, Etta.....	Ceffo.....	Person.
Wagstaff, Lela.....	Ceffo.....	Person.
Walser, Belle.....	Thomasville.....	Davidson.
Ward, Loula B.....	Nashville.....	Nash.
Ward, Mary I.....	Asheville.....	Buncombe.
Watson, Alberta.....	Broadway.....	Moore.
Watson, Livie.....	Clinton.....	Sampson.
Watson, Neita.....	Henderson.....	Vance.
Warner, Zula.....	Troy.....	Montgomery.
Webb, Charlotte Emerson.....	Winston-Salem.....	Forsyth.
Webb, Selma C.....	Shelby.....	Cleveland.
Webster, Sara F.....	Mangum.....	Richmond.
Wells, Rosa King.....	Wilson.....	Wilson.
Wharton, Ida.....	Clemmons ville.....	Forsyth.
Wharton, Ruth.....	Greensboro.....	Guilford.
Whitaker, Jessie P.....	Enfield.....	Halifax.
White, Effie.....	Trinity.....	Randolph.
White, Nannie.....	Manson.....	Warren.
White, Rose.....	Trinity.....	Randolph.
Whitfield, Margie.....	Laurinburg.....	Scotland,

*Special student.

NAME.	POST OFFICE.	COUNTY.
Whitford, Laura Elizabeth.....	Whitford.....	Jones.
Whitley, Laura L.....	Williamston.....	Martin.
Whitley, Mary Violet.....	Bristow.....	Mecklenburg.
Whitley, Mollie L.....	Pantego.....	Beaufort.
Whittemore, Bessie.....	Wentworth.....	Rockingham.
Williams, Estelle Jarmon.....	Kenansville.....	Duplin.
Williams, Jessie Ingold.....	Reidsville	Rockingham.
Williams, Lucile.....	Kenansville	Duplin.
Williams, Susie Elma.....	Reidsville.....	Rockingham.
Williams, L. Sydnor.....	Ridgeway.....	Warren.
Willis, Bessie Lee.....	Morehead City.....	Cartaret.
Winston, Frances H.....	Franklinton.....	Franklin.
Wiswall, Julia Howard.....	Winsteadville.....	Beaufort.
Woltz, Annie.....	Greensboro.....	Guilford.
Womble, Frances V.....	Raleigh.....	Wake.
Wood, Mabel.....	Ashboro.....	Randolph.
Woodruff, Louise.....	Mocksville.....	Davie.
Wyche, Pearl Eugenia... ..	Henderson.....	Vance.
Yelverton, Minnie Montrose.....	Eureka.....	Wayne.
Yokley, Mattie.....	Mt. Airy.....	Surry.
Yokley, Sadie K.....	Mt. Airy.....	Surry.
Young, Belle.....	Micaville.....	Yancey.
Zoeller, Elizabeth.....	Tarboro.....	Edgecombe.

PRACTICE AND OBSERVATION SCHOOL.

GIRLS.

Ballinger, Eula	Brown Margaret
Ballinger, Julia	Buhman, Clarence
Bandy, Bessie	Butler, Erma
Bailey, Nina	Byers, Cathleen
Barnes Mildred	Byers, Ruth
Benbow, Annie	Cable, Annie
Benbow, Anne	Cable, Carrie
Bilbro, Mary	Cable, Pearl
Bilbro, Josephine	Cox, Fannie
Blanchard, Bessie	Creech Ruth
Blanchard, Nannie	Dean, Carrie
Blaylock, Annie	Dean, Georgia
Blaylock, Myrtle	Dick, Minnie
Brockmann, Grace	Evans, Ada

Evans, Annie
Evans, Bertha
Ferns, Annie
Folger, Carrie
Forney, Edna
Fountain, Eva
Fountain, Mamie
Glenn, Clara
Gorrell, Carrie
Gorrell, Vera
Hampton Belle
Hampton, Ruth
Hanner, Beulah
Hanner, Mabel
Hanner, Stella
Hawkins, Estelle
Haynes, Marion
Hiatt, Grace
Hiatt, Mary
Hill, Florence
Hill, Mary
Hill, Mittie
Hill, Nellie
Hill, Vernie
Holder, Evie
Holliday, Ora
Howard, Bessie
Hutton, Mabel
Jeffries, Nellie
Joyner, Lois
Kirkman, Myrtle
Kirkman, Vera
Knight, Jessie
Knight, Mabel,
Land, Mary Drew
Ledbetter, Alice
Leonard, Eunice
Litaker, Lucy
Long, Pearl
Mann, Katie
Malcom, Maude
Matlock, Annie
McChristian, Bessie
McChristian, Clidie
Medearis, Viola
Moose, Grace
Neale, Eileen

Neale, Mary Frances
North, Nancy
Olive, Moisselle
Pegram, Ella
Pegram, Ina
Pegram, Vivian
Permar, Nellie
Poole, Blanche
Powell, Nellie
Reynolds, Hattie
Richardson, Juianatta
Ross, Laura
Scarborough, Cara
Sharpe, Emma
Sharpe, Evelyn
Sharpe, Iola
Sharpe, Stella
Sheppard, Eunice
Sheppard, Grace
Siler, Nannie
Smith, Hattie
Smith, Lillian
Smith, Myrtle
Spivey, Rennie
Stockton, Carrie
Stratford, Annie
St. Sing, Marion
Sullivan, Annie
Sullivan, Mary
Tate, Kafe
Tunstall, Madeline
Ussery, Ella
Vanstory, Kate
Vaughn, Lillian
Walters, Myrtle
Ward, Elsie
Ward, Mary
West, Dallie
Whitaker, Margaret
Wilkerson, Lillian
Wilkerson, Mamie
Wilkerson, Maude
Wilkerson, Nina
Wrenn, Louise
Zink, Emma
Zink, Lena

BOYS.

Albertson, Benjamin	Holder, Sherwood
Albertson, Luther	Howard, James
Albright, Dan	Hudson, Adlai
Albright, Mack	Hudson, Richard
Angel, Malcom	Hummel, Lee
Ballinger, Clyde	Hunt, Thomas
Ballinger, Pal	Hutton, Lawrence
Ballinger, Winston	Ingram, Roy
Bandy, Edgar	Ingram, Theodore
Bandy, Willie	Jenkins, Clyde
Benbow, Carl	Jenkins, Sam
Benbow, Charlie	Joyner, James
Benbow, Charles	Joyner, William
Benbow, Edward	Kirkman, Herman
Benbow, Kyle	Lamb, Bynum
Bilbro, Peyton	Lamb, Paul,
Bishop, Hubert	Land, Murrell
Blanchard Frazier	Leonard, Colbert
Brockmann, Edward	Leonard, Edward
Brockmann, Max	Leonard, John
Buhman, Allen	Leonard, Joseph
Buhman, Paul	Litaker, Jake
Byers, Hugh	Lohmer, Arthur
Byers, Norvin	Lohmer, Chalmers
Cable, Rupert	Long, Grover
Crutchfield Clarence	Manley, Frank
Dean, Walter	Matlock, Tom
Elliot, Floyd	McIver, Charles
Ferns, Eddie	Moose, Roy
Fields, Arthur	Moose, Walter
Fields, Cecil	North, Albert
Fields, Herbert	North, Thomas
Fields, Leslie	Patterson, Willie
Forney, Welborne	Permar, Paul
Gates, Dick	Pool, Ruble
Gates, Judson	Reynolds, Edgar
Gorrell, Willard	Reynolds, Jesse
Hampton, James	Richardson, Alton
Hanner, Hal	Richardson, Baxter
Hanner, Herbert	Richardson, Emmett
Hawkins, Warren	Richardson, Thaxton
Haynes, Carlos	Ross, Romulus
Hollowell, David	Ross, William
Hollowell, Richard	Scarborough, Frank
Hollowell, Walter	Sharpe, Settle

Sheppard, Clyde
 Siler, Willie
 Smith, Charles
 Smith, Deroy
 Spivey, Henry
 Spivey, Jacob
 Spivey, Joseph
 Stedman, Clarence
 Stratford, Maury
 Suits, Charlie
 Sullivan, Willie
 Tate, Clifford,
 Tunstall, Jack

Vaughan, Browning
 Vaughan, Percy
 Walters, Lantie
 Watson, Willie
 Whitaker, Lawrence
 White, Spurgeon
 Whittington, Earl
 Whittington, John
 Wilhoit, LeRoy
 Wilkerson, Jacob
 Wilkerson, Newton
 Wysong, Forest
 Yates, Fuller

**TOTAL NUMBER RECEIVING INSTRUCTION FROM
THE INSTITUTION.**

Number students in College	407
Number Pupils in Practice and Observation School.....	237
	<hr/>
	644
Number non-residents receiving regular instruction in Correspondence Courses.....	10
	<hr/>
Total number taught.....	654

THE STATE NORMAL AND INDUSTRIAL COLLEGE.

HISTORY OF ITS ESTABLISHMENT.

By act of the General Assembly of 1891, the North Carolina State Normal and Industrial College was established.

In 1886, the Teachers' Assembly, then in session at Black Mountain, passed unanimous resolutions asking for the establishment of a Normal College, and appointed a committee to memorialize the General Assembly on the subject. Each succeeding Teachers' Assembly, up to 1891, passed similar resolutions and appointed similar committees to present the question before the Legislature. In his biennial reports to the General Assembly, Hon. S. M. Finger, State Superintendent of Public Instruction, repeatedly urged the importance of establishing the Institution. But it was not until the session of 1889 that the question really came before the General Assembly for serious consideration. At that session the bill presented by the committee from the Teachers' Assembly passed the Senate by a large majority, but failed in the House by only a few votes.

By the time the next General Assembly had met, in January, 1891, the late Governor Fowle had, in his message to the General Assembly, urged the establishment of the Institution. In the meantime, the King's Daughters had petitioned the Legislature to establish an Industrial School for girls. The North Carolina Farmer's Alliance, in 1890, at its annual meeting in Asheville, passed resolutions asking the State to aid in the higher education of girls and women. Hon. J. L. M. Curry, agent of the Peabody Fund, appeared before the General Assembly and made an earnest and powerful plea for a Normal College, and, through him, the Peabody Fund gives substantial aid to the Institution.

The committee from the Teachers' Assembly suggested the establishment of a Normal College with industrial features, whereupon the act establishing The Normal and Industrial College was passed and an annual appropriation made for its maintenance. The management of the Institution was placed in the hands of a Board of Directors, consisting of one member from each of the nine congressional Districts, the first Board being elected by the General Assembly of 1891. The State Superintendent of Public Instruction is *ex-officio*, an additional member of the Board, and its President.

The act establishing the Institution required that it should be located "at some suitable place where the citizens thereof will furnish the necessary buildings, or money sufficient to erect them."

The Board of Directors decided to accept Greensboro's offer, which was

\$30,000 in money, voted by the town, and a beautiful ten acre site, located in the corporate limits of Greensboro, and donated by Messrs. R. S. Pullen, R. T. Gray and others.

Since the original donation the Directors have purchased about 116 acres of land.

PURPOSE AND ORGANIZATION.

In Section 41 of the Constitution of 1776, adopted at Halifax, the State acknowledges its obligation to provide educational facilities for the "instruction of youth" at "low prices," and the section closes with the words, "and all useful learning shall be encouraged in one or more universities."

This mandate had been only partially obeyed. The State University for young men began its career of usefulness very soon after the adoption of the Constitution. A few years ago the Agricultural and Mechanical College, also for young men, was established under State auspices and by the aid of the State and the general government. But it took the State more than a century to come to a practical realization of the fact that "youth" means young women as well as young men. From one-half to nine-tenths of the money used to employ instructors in higher education for young men is paid by state and federal annual appropriations, or by the income from endowment funds. It was largely in response to the just sentiment that, if the State proposes to pay for nearly all the expenses of a young man's higher education, it ought to do at least as much for his sister, that the Normal and Industrial College was established. It is not exclusively for people who feel unable to go elsewhere, any more than are those institutions for young men where the faculties are paid by State appropriations, or by incomes from endowment funds.

The State wants this Institution to be good enough for any of its citizens, and the expenses low enough for all. That is what it will strive to become.

As the name of the Institution and the history of its establishment would indicate, it is a combination of a Normal College and an Industrial School, the former being the predominating feature.

The purpose for which the Institution was created is clearly stated in Section 5, of the Act establishing it. It is as follows:

"SECTION 5. *The object of this Institution shall be (1) to give to young women such education as shall fit them for teaching; (2) to give instruction to young women in drawing, telegraphy, typewriting, stenography and such other industrial arts as may be suitable to their sex and conducive to their support and usefulness. Tuition shall be free to those who signify their intention to teach upon such conditions as may be prescribed by the Board of Directors.*

It is the general purpose of the Institution to give such education as will add to the efficiency of the average woman's work, whatever may be

her field of labor. To that end there are three distinct departments in the course of study. But the value of the training received in either department will be greatly enhanced by a mastery of the work in the other two. The course of study has been arranged with a view to meeting the needs of the young women of North Carolina, and it embraces—

1. The Normal Department.
2. The Commercial Department.
3. The Domestic Science Department.

NORMAL DEPARTMENT.

The aim of this department is to fit women for the profession of teaching. The foundation equipment of a real teacher is accurate and thorough scholarship, and the department will make this its first aim. But not all scholars are teachers. A teacher must not only have learned to think and to know something, but must also be able to guide the minds of others according to the laws of intellectual development.

Briefly stated, it will be the object of this department not only to give the best literary and scientific education, including work in English and History, Mathematics, Natural Sciences, Ancient and Modern Languages, Industrial Art, Vocal Music and Physical Culture, but also to give such a course in the Principles and History of Education and in the Science and Art of Teaching as will give the student the ability and the inclination to teach others. A person who has the right kind of education will want other people to have it. This is the spirit of the true teacher, who, in his heart, must be a genuine philanthropist.

If the conditions permitted, it might be well for this Institution to confine itself exclusively to higher professional work, receiving as students only those who had completed their literary education and had graduated from other institutions. This would be an ideal normal college, but would be, as it has generally been elsewhere when tried, a practical failure in North Carolina. For, while a number of bright, ambitious graduates from other institutions apply each year for admission into the Normal and Industrial College, the State would not, and should not, under present conditions, support an institution for that small number. Probably the majority of the graduates in the State do not expect to become teachers. As a rule, those who would make the best teachers for the State have not been able to get sufficient scholarship to become experts. Those who have been in better financial circumstances, and who desire to become teachers, have been confronted with the fact that there was not an institution in the State whose curriculum was arranged with a special view to educating teachers.

Therefore The State Normal and Industrial College will pursue the course followed by nine-tenths of the normal colleges of this country, and devote itself to establishing and maintaining a high standard of scholarship and professional skill among the teachers of the State.

COMMERCIAL DEPARTMENT.

The business, or commercial course, embracing such subjects as Stenography, Typewriting, Telegraphy, and Bookkeeping, is intended especially for those women who are thrown upon their own resources, but who do not care to teach. A part of this work, however, ought to be included in any course of general education.

DOMESTIC SCIENCE DEPARTMENT.

The authorities of the Institution recognize the fact that the natural and proper position in life for the average woman is at the head of her own household. Exceptions, however numerous, do not affect this rule. This department is therefore mentioned last, not because it is least important, but because training in the other two departments constitutes a very fine preparation for domestic life. A model woman, as the mistress of a model home, ought to know something of business, and, above all things, ought to be an intelligent teacher.

In addition to the training in other departments, the course in Domestic Science will include theory and practice in the following subjects: Cooking, Sewing, Cutting and Fitting, Care of the Sick, and General Household Economy.

SPECIAL DEPARTMENTS.

In addition to what has already been mentioned, though partially included by it, there will be the following departments:

1. Voice Culture, including Vocal Music, Reading and Elocution.
2. Physical Culture, including Gymnastics, Calisthenics, and such exercises as are best suited to meet individual needs and promote the health and strength of the students. Lectures on Physical Culture and on Personal and Public Hygiene will be given by the resident physician, under whose supervision this department will be conducted.
3. Industrial Art, including Form-Study and Free-Hand drawing, Architectural and Mechanical Drawing, Wood Carving, Designing and Decorative Art, and the History of Art.

Every teacher ought to be able to give lessons in vocal music, drawing and physical culture, and those desiring to graduate in the Normal Department will be required to take a prescribed course in these departments.

4. Instrumental Music. Including pianoforte, violin, and the other stringed and orchestral instruments. For charges in this department see catalogue, "Special Department of Instrumental Music."

COURSES OF INSTRUCTION.

PEDAGOGY.

PHILANDER PRIESTLEY CLAXTON.

Teaching is an art, and, like all other complex arts, has reached its present stage of development through a slow and laborious process of evolution. All right teaching must be based on well-defined principles of individual and social life and development, and on a clear comprehension of the aim and purpose of education. The teacher of children should be a person of broad and accurate scholarship. But this alone is not sufficient. She should know the best that has been done and said in the line of her work. She should know something of the nature and growth of the child's mind. She should be acquainted with the best modern practice in teaching, the theories on which such practice is grounded, and the historical steps by which both theory and practice have been reached. These constitute the history, the science and philosophy, and the art of education, to give an introduction to which is the purpose of the work in this department.

Knowing that the practice of most young teachers is influenced much by the methods that have been used in their own education, all teachers in the College endeavor to make their lessons models worthy of imitation, and the head of each department gives some time to a discussion of the best methods of elementary work in that particular department.

COURSES OF STUDY;

COURSE I.—Elementary Psychology, with special reference to the laws of mental development, the getting of knowledge and skill, and the formation of the will, and to the application of these laws in the education of children. This work is largely inductive, with original observations. Lindner's Empirical Psychology.

COURSE II.—(a) History of Education—Painter's History of Education and Munroe's Educational Ideal, with parallel reading in Compayre's History of Pedagogy, Quick's Educational Reformers, Browning's Educational Theories, Williams' History of Modern Education, etc.; (b) Special study of Bacon, Comenius, Locke, Rousseau (Emile), Pestalozzi (Life and works, by DeGuimps), Froebel (Education of Man), and Spencer (Essays on Education).

COURSE III.—(a) Science and Art of Education—Rein's Outlines of Pedagogy, McMurry's Method of the Recitation; (b) Special study of methods of teaching the subjects ordinarily taught in the public schools—McMurry's books on special method and others are read; (c) Teaching in the practice school under the direction and criticism of the head of the de-

partment and the supervising teachers; (d) Experiments with small classes in special subjects.

COURSE IV.—Brief course in principles and methods of teaching, discipline and general school management, and a concise review of the studies of the public schools of the State. This course is intended for those who cannot remain in school long enough to complete the whole of courses I, II, and III. McMurry's books on special method are used as texts. Members of this class give as much time to the practice school as can be arranged for.

Courses I and II come regularly in the Junior year, and course III in the Senior. Course IV will in no case be taken as a substitute for courses I, II, or III.

GRADUATE COURSES.—These courses are open to all graduates of this college, and to all others whose general education, pedagogical reading, and experience in teaching have been such, in the judgment of the faculty, as to enable them to undertake the work with profit to themselves. It is expected that those taking any of these courses will gain a more thorough understanding of educational principles and a greater mastery of one or more phases of school-room work than can be gained through the under-graduate courses.

Special work is offered in Reading, Arithmetic and Elementary Geometry, History, Elementary Science, English, Geography, and the general subject of primary teaching. Every student is advised to take at least two of these subjects. For this work the class meets in sections.

All graduate students are organized into one class, meeting five hours a week, for reading and lectures on the Philosophy of Education. Among the books read and discussed are Lange's Apperception, Joseph Payne's Lectures on Education, Davis's Inductive Logic, Dorpfield's Thought and Memory, DeGuimps's Life and Works of Pestalozzi, Froebel's Education of Man, McMurry's Course of Study in Eight Grades, and Mace's Method in History.

Graduate students teach two or three periods each day in the practice school, teaching the subjects to which they are giving special study.

PRACTICE SCHOOL.

PHILANDER P. CLAXTON,
G. A. GRIMSLEY,
LEAH D. JONES,
NETTIE MARVIN ALLEN,
ANNIE W. WILEY.

"A normal school without a practice school is like a swimming school without water." All theories of method should be tested in actual schoolroom work. Students should see the result of the continued application of principles under competent supervision. They should also do some regular and definite work, with intelligent and kindly criticism, for a few hours a week through the whole of one year, at least. This work should be done in a school presenting as nearly as possible the ideal conditions of that class of schools in which most of the students will afterwards teach.

The practice school contains eight classes with a total of about two hundred and fifty children. The daily sessions are from 8:45 to 2:30, five days in the week. Most of the regular teaching is done by students from the College, under the direction and supervision of five supervising teachers and the head of the department. All members of the Senior class and all special students of pedagogics are required to teach an hour a day through the entire year. Some others are permitted, by special arrangement, to teach or to observe the work done in the school.

CORRESPONDENCE COURSES.

In order to extend the influence of the College and that it may be especially helpful to the teachers, and, through them, to the schools of the State, the following correspondence courses are offered in the history, science and art of education. These courses cover substantially the same ground as the similar course in the College. Students will be directed and aided in their studies by means of printed or written suggestions and outlines of study, informal correspondence, and written reviews and examinations made from time to time, as integral portions of a course are finished. Condensed type-written accounts of lectures delivered in this department will be furnished to correspondence students.

This work should be especially helpful to those actually engaged in teaching, and anyone may easily find time to take at least one course each year.

These courses are open to men and women alike.

COURSE I.—Educational Psychology and Child-study.

COURSE II.—History of education and the development of modern educational ideals, methods and systems. This course includes reading in the principal great educational classics and a study of the lives of educational reformers.

COURSE III.—Science and Art of Education. A study of the purpose of education, the value and relation of the subjects of the school course, general and special methods, discipline, organization and management of schools.

COURSE IV.—Advanced work in special methods, similar to that outlined for graduate students, or in any one of the preceding subjects. This course (IV.) is intended for graduates of this College and others who may have done an equal amount of pedagogical reading. The work will be guided chiefly by informal correspondence.

ENGLISH.

JAMES YADKIN JOYNER.

NELLIE ASHBURN BOND, ASSISTANT.

The course in English embraces four years. To stimulate and cultivate a taste for good literature, masterpieces of prose and poetry are studied each year. These masterpieces serve also as sources of inspiration and models for the student. From a careful study and analysis of these, under the direction of the teacher, it is sought to lead the student to discover the secret of their power, and to observe and to learn from these concrete examples many of the laws of literary art. Literary work, based upon and supplementary to this study of literary models, is required of every student in every class.

Beginning with masterpieces of the simplest forms of narrative and descriptive prose and poetry, the course is arranged with a view to enabling the student to advance step by step to the study of more complex and difficult forms of each, and thus to work out for herself, inductively, from a careful study and observation of the best writings of the best writers in the various departments of literature, the great essential laws of literary structure, style and art. To afford the student an opportunity of applying these laws and thus aid her in the formation of good prose style, this analytical study of the masterpieces of literature is supplemented by a parallel progressive course in English Composition, commencing with the simplest forms of prose writing and concluding with the more complex forms.

That the student may observe for herself the development of the English language and literature, the principal works of the representative authors of the important epochs in English literature are studied.

FRESHMAN.—A brief review of the Essentials of English Grammar and the Laws of Sentence Structure; Exercises in Letter Writing, Dictation, Reproduction of Short Stories, etc., with special attention to Sentence Structure, Capitalization and Punctuation; Study of certain Masterpieces of Irving, Hawthorne, and other Prose Writers of this century; Principles and Laws of Narration and Description; Hill's Foundations of Rhetoric; Buehler's Exercises in English; Clark's Briefer Rhetoric; Practice in Writing Narrative and Descriptive Essays; Readings from Longfellow and Whittier; Rhetorical Imagery.

SOPHOMORE.—Rhetoric; Parallel Readings; Critical Readings; Expository Essays from various Authors; Original Essays in Exposition; a Brief Survey of the Field of English and American Literature with a View to Acquainting the Student with the Principle Writers of the Principal Epochs, the Times in which they Lived, Such Leading Events in their Lives as Influenced their Writings, the Names, Character, and Influence of their Principal Works; Morgan's History of English and American Literature.

JUNIOR.—Study of the Elizabethan Era; History of the Gothic Drama; Shakespeare—Merchant of Venice and Macbeth, with Guides to Study; Essential Laws of Dramatic Art and Application of these by each Student to the Study and Criticism of one Great Work of Dramatic Prose Fiction; Critical Theses; Trench on Words; Philological Contents of Words.

SENIOR.—Critical Study of Representative Works of Representative Authors of each Important Era, Observing the Development of the English Language and Literature; Critical and Comparative Study of Tennyson's In Memoriam, Milton's Lycidas, and Shelley's Adonais; Study of Poetic Form; Essays of Macaulay, DeQuincey, and Carlyle; Essay Writing.

READING AND ELOCUTION.

MARY SETTLE SHARPE.

The department is designed to produce good readers, and throughout the entire course to excite within the students an admiration for an appreciation of the highest, noblest models in Literature, Art and Oratory.

It has been justly claimed that no other exercise will call forth so natural and uniform an action of the whole system as the proper exercise of the voice. Therefore the aim of the department is to give the best training in the following subjects:

1. Physiology of the voice-producing organs. Exercises in Breathing, Articulation, Inflection, Emphasis, Tone Coloring.

2. Voice culture with practical exercises for acquiring power, smoothness, resonance, flexibility, and sympathy of tone.

3. Principles of Gesture.

Students are required through the entire course to make practical application of these principles in reading and reciting selections from the best authors of English and American literature.

HISTORY.

WILLIAM C. SMITH.

The course of study in History and the method of instruction are designed to lead the student to acquire the following important educational values:

1. Familiarity with the great names and events of history; 2, A real and an abiding interest in those things which pertain to the welfare of human society; 3, The ability to comprehend the difference and the distinction between essentials and non-essentials,—between the more important and the less important facts of history; 4, Skill in judgment by instituting fruitful comparisons and by noting the relations of cause and effect; 5, A sense of the continuity of history and a frame of mind such that known principles may be applied in solving the practical problems of life.

While political history is necessarily given a large place in the consideration of a country and a nation, special attention is directed to the growth and development of institutions; to the life of the people as it finds expression not only in government but in religion, education, industrial development and social customs.

All applicants for admission to the Freshman class are required to pass satisfactory entrance examinations on United States History, and on the History of North Carolina. Students who cannot show a reasonable familiarity with these two subjects must study them for one year before being admitted to the Freshman class in history.

COURSE I.—*European History*.—Special attention given to English History. As affording a convenient guide to study a text-book is used, but this is supplemented by informal lectures and by assigned readings designed to serve as the basis of written reports.

COURSE II.—*General History*.—Special attention directed to the study of Modern History. Text-books are used, supplemented by lectures, collateral reading and topical reports.

COURSE III.—*North Carolina History*.—This course is designed to connect with and to supplement the work in Civics. No text-book is used. Lectures are given on the constitutional and political history of North Carolina, and investigation of the Colonial Records and other material relating to our State history required. A thesis giving evidence of original research is required of every member of the class.

CIVICS.

CHARLES D. MCIVER.

The State's chief object in establishing and fostering public schools, high and low, is to make good citizens.

The Normal and Industrial College receiving a part of its support from legislative appropriation, and being charged with the duty of preparing teachers to work in the schools of the State, proposes to emphasize by its course of study, and in every other legitimate way, the dignity and duty of citizenship. A public school teacher should be prepared to teach, in connection with the history of the State and of the United States, the rights, privileges and duties of a citizen.

This subject is taught by lectures and by use of text-books, and is in charge of the President of the College. The text-books used are Finger's Civil Government, Peterman's Civil Government, Peele's Lives of Distinguished North Carolinians, Curry's Southern States of the American Union.

MATHEMATICS.

GERTRUDE W. MENDENHALL.

FRESHMAN.—Elements of Algebra.

SOPHOMORE.—Geometry.

JUNIOR.—Trigonometry, four months of first term.

Students admitted to the Freshman class must pass a satisfactory examination in arithmetic, showing ability to analyze and explain correctly.

Those poorly prepared must study Arithmetic for one year before being admitted to the Freshman class in Mathematics. Work in this department is optional in the Senior Year.

Opportunity will be offered for more advanced work in Mathematics, should any desire to continue the study beyond the requirement.

BIOLOGY AND GEOLOGY.

DIXIE LEE BRYANT.

Physical Geography.—This subject occupies the first term of the Freshman year, and will be introduced by some simple experiments in elementary science to illustrate the states of matter, law of gravitation, laws of motion, chemical affinity, etc., in order that the student may

obtain some conception of the laws regulating the forces of which physical geography mainly treats, as well as to initiate them into independent observation work.

The course proper will consist of work upon the important topics of *air, water, and land*, together with a classification of *plants and animals*, with special reference to their distribution and uses.

A text-book embracing these subjects will be furnished each student, and reference books will be found in the library; but, besides recitations, much time will be devoted to original observations.

The notes and conclusions of all work must be kept in individual note books.

The purpose of this course is not only introductory and preparatory to the succeeding science, but it is an attempt, by the study of the surface of the earth as affected by the mutual influence of man and nature, to put life and meaning into geography.

BOTANY.—*Course I.*—*Systematical and Structural Botany of Flowering Plants.*—This occupies the second term of the Freshman year, and is prefaced by a brief course in plant biology and structure, and in the classification of cryptogamic plants.

The major part will be microscopic laboratory work on plants themselves, following plant life from seed to leaf, and from flower to fruit. Each student will be expected to express her observations, not only in recitations but in written descriptions, and in sketches.

An herbarium of thirty flowers, with their written analyses, is required to complete the course.

Course II.—*Cryptogamic Botany.*—A brief course in this subject is offered each year. The preparation required is Botany of Flowering Plants and Chemistry.

ZOOLOGY.—This course is a full year's work and should follow Chemistry and Physics.

The lectures take up the subject systematically, and, at the same time, seek to develop the principles of Biology. The elements of microscopic technique form a part of the course.

There were furnished this year nicely prepared alcoholic and fresh specimens of invertebrates and typical vertebrates, for individual work. In this way a fair idea of gross comparative anatomy was obtained.

The biological laboratory is supplied with ten compound Leitz microscopes, an incubator, paraffine bath, microtome, and necessary reagents and accessories.

EMBRYOLOGY.—A short course in the embryology of the chick is offered in the spring term.

GEOLOGY.—This course extends through one year. A fair knowledge of the elements of Chemistry and Physics is necessary to a satisfactory pursuit of this subject.

The first term is given to descriptive and blowpipe mineralogy, and descriptive lithology. For this purpose the institution has purchased fifteen sets of one hundred and fifty different typical rocks and minerals,

By individual study of these the students are expected to become familiar with the commonest rocks and minerals in the State.

Dynamic Geology follows, the principles of which are illustrated, as far as possible, by observation of processes now at work upon the surface of the earth.

A synopsis of Historical Geology concludes the course. The aim of this is to tell briefly the story written in the book of stone.

CHEMISTRY AND PHYSICS.

MARY M. PETTY.

CHEMISTRY.—*Course I.—General Chemistry.*—Instruction in this department is given by lectures illustrated by experiments, general discussion, and laboratory work. Each student will perform a given number of experiments in order to become acquainted with the nature and behavior of the various substances treated of in lectures.

The latter part of the year will be devoted to simple methods of analysis.

Course II.—Organic Chemistry.—This course is offered to the students in the Domestic Science department. It consists of two hours a week in organic chemistry, paying special attention to the chemistry of foods. It must be preceded by the work of Course I.

Course III.—Analytical Chemistry.—This course is offered to those students who wish to prepare themselves for special work in this line, and who have completed the science work of the Sophomore and Junior years.

The students will be expected to become familiar with the most common elements, and be able to detect them either free or in compounds.

They will also have some instruction in the quantitative analysis of compounds.

PHYSICS.—This course extends through the Junior year, and must be preceded by Chemistry. The first half of the year is given to Mechanics and Heat, the second half to Electricity, Magnetism, Sound and Light.

It is the purpose of the work to make the student acquainted with the principal laws and phenomena in the various divisions of the subjects, to direct her attention to the operation of these laws in the world about her, to explain some of the machines and instruments in which these laws have been applied, but, above all, to teach the student to observe accurately, and to seek an explanation of what has been observed.

The instruction is given by lectures, recitations, and laboratory work. In the laboratory work the student is required to perform experiments and then write full descriptions and explanations of the phenomena observed.

LATIN.

VIOLA BODDIE,
OELAND LAMAR BARNETT, ASSISTANT.

FRESHMAN.—First principles of grammar and composition; *Viri Romæ*.

SOPHOMORE.—*Cæsar's Gallic War*, with composition.

JUNIOR.—Cicero, composition; Virgil's *Æneid*.

SENIOR.—Livy; Horace.

Throughout the course there are given, by teachers and students, talks on Roman life and such other subjects as will be specially helpful in understanding and appreciating the author read.

No previous work in Latin is required for admission, but we recommend that students endeavor to secure at least one year's good training before entering the college.

Candidates for graduation must complete the first four years of the work unless a modern language be substituted.

The department offers a postgraduate course to those desiring to pursue the subject further. This course will be specially helpful to those intending to teach Latin.

Text books, except lexicons, are furnished by the College.

FRENCH.

NENA MORROW.

FRESHMAN.—Elementary grammar; inflection of regular and the more usual irregular verbs; a good pronunciation; ability to understand easy French, spoken or written; reading not less than 300 pages easy French; composition.

SOPHOMORE.—Grammar; mastery of irregular verbs, reading not less than 400 pages modern French, prose and verse composition.

JUNIOR.—Advanced grammar; composition, French history and literature, especially of the 17th century.

SENIOR.—Literature of the 18th and 19th centuries; study of current literature, scientific and educational, through leading reviews. Composition; conversation.

SPANISH.

NENA MORROW.

1ST YEAR.—Elementary grammar and composition; reading and conversation.

2ND YEAR.—Advanced grammar and composition; literature and conversation.

3RD YEAR.—Study of literature, correspondence and conversation.

GERMAN.

BERTHA MARVIN LEE.

FRESHMAN.—Reading easy German, about 300 pages; first principles of grammar and composition.

SOPHOMORE.—Reading German literature of the present century, prose and verse; grammar.

JUNIOR.—German classics; grammar and composition.

SENIOR.—German classics; composition; brief history of Germany and of German literature.

PHYSIOLOGY AND HYGIENE.

EDITH B. BLACKWELL, A. B., M. D.

The course embraces the study of protoplasm and cell life; of the osseous, muscular, cutaneous and nervous systems; the consideration of foods, digestion, respiration, circulation, and of general hygiene.

In addition to the use of the articulated skeleton, chart and model, the course is illustrated by practical laboratory work, including use of microscope and occasional dissection of some lower animal.

PHYSICAL CULTURE.

MARY SETTLE SHARPE.

Owing to present lack of adequate provision for a gymnasium, a systematic course of physical culture is not available, but each student is required to spend some time each day, if weather be suitable, in out-door exercise, walking or games.

VOCAL MUSIC.

CLARENCE R. BROWN.

The Music Department of the State Normal and Industrial College is based upon principles somewhat different from those of other schools for the education of women.

Experience shows that while the percentage of people who sing is very small, the percentage of those who cannot be taught to sing is much smaller.

It is estimated that, in this country, from 85 to 90 per cent. can be taught to sing.

In Germany and other countries where music has been taught for generations in all schools, public and private, and where a child learns to sing as he learns to read, the per cent. is about 98. Americans are awak-

ening to the fact that music is not only a good, but a necessary thing, and the schools in which music is not taught are rapidly disappearing.

No town or city of any considerable size is without a teacher of vocal music in the schools, and the effect of this work will be appreciably felt a few years hence, when the influence of music taught in our schools shall begin to tell on our church, Sunday-school and day school singing, and, in fact, on the singing of the masses in all gatherings, both public and private.

In Germany no man can obtain a position in the government schools unless he can play the violin and teach singing, and the day is not far distant when no man or woman can obtain a position in any first-class school of this country, unless he or she be able at least to conduct the music lessons in the school under the direction of the special instructor.

It is the purpose of the music department of this school to give each student, regardless of any special talent for music, an opportunity to become a fairly good singer, to have a sufficient knowledge of the rudiments of music to enable her to read at sight all ordinary music, and to be able to teach the first principles of singing and sight reading to the pupils of her school.

SPECIAL MUSIC COURSE.

In addition to the classes in sight-singing found in each of the regular college courses, the department of Vocal Music offers a thorough training in voice-culture and artistic singing. The work in this course leading to a diploma comprises studies in tone-placement, solfeggi, vocalises, English, French and German songs, oratorio, and operatic selections, and is intended to fit students for professional work in both singing and teaching.

Pupils are given the advantages of ensemble singing and of occasional recitals and concerts.

The charges for special vocal lessons, including daily piano practice, are \$40.00.

INSTRUMENTAL MUSIC.

LAURA L. BROCKMANN,
CHARLES J. BROCKMANN,

Study in instrumental music may be pursued incidentally in any grade in connection with any of the regular courses. For the benefit of those who wish to give particular attention to music, a special college course has been arranged which allows the requisite time for the various branches necessary to the training of the musician. See "*Courses of Study.*"

Besides instrumental study this course embraces two year's work in harmony, one in history of music and one or more in ensemble playing.

It is the aim of the department to make practical musicians of its students so that besides being trained music teachers they will be fitted to take the lead in the musical life in the churches, schools and social gatherings of their communities.

For entrance into the "Music Course" a student must have had sufficient previous training to play the simple forms of scales in all keys correctly, and to read music in the easier grades readily at sight.

The department furnishes instruction in pianoforte, violin and all stringed and orchestral instruments, but diplomas are given only to students of piano, voice, or violin. The college orchestra affords good practice in concerted playing.

Charges for the collegiate year, \$40.00. This includes the use of the piano for practice one hour a day. Students taking the "Music Course" will need extra practice time and there will be some additional charge for use of piano. For violin, mandolin or guitar, when pupils own their instruments, the charges for the year are \$32.00.

ART.

MELVILLE VINCENT FORT.

The object of the Art education in this college is to give instruction and practice in drawing, so that a student may express her ideas in form, and to give that training in mechanical drawing which will enable the student to apply her knowledge to industrial arts.

Industrial drawing is, more than ever, recognized as an important factor in education, since it gives skill in the use of the eye and hand, cultivates habits of observation, stimulates thought, and increases appreciation of the beautiful.

Should no immediate use be made of the study, from an educational point of view, the habits of promptness, neatness and accuracy that are required by this training are of incalculable value.

By training the eye and hand industrial drawing makes the expert draughtsman, and thereby furnishes a means of earning a livelihood.

The work of the first year consists of drawing from blackboard dictation, lines, straight and curved, and a combination of these lines; originating simple designs; and sketching from simple objects.

The second year, æsthetic and mechanical drawing—geometric and perspective.

The third year, architectural drawing, designing simple houses, working out the plans and elevations.

During the fourth year architectural drawing is continued.

After completing the first and second year's work, or standing a satisfactory examination, wood carving and china painting may be pursued.

DOMESTIC SCIENCE.

MINNIE L. JAMISON,
FANNIE HOEN MASSEY,

The aim of the Domestic Science Department is to give students a practical knowledge of those industries that pertain directly to the home and family, also to train them in habits of neatness and order upon which the happiness of every home so largely depends. It is its purpose also to present the work in a practical, psychological way, so that students may be prepared to teach Domestic Science in the public schools.

SEWING.

COURSE I.—One term is given to plain hand-sewing and simple embroidery. Following this work in the second term is drafting patterns, cutting and making undersuits.

COURSE II.—Cutting, fitting and making various styles of dresses.

COURSE III.—Advanced dressmaking.

No student will be allowed to take the second year of sewing unless the first has been satisfactorily completed in this college or elsewhere.

COOKING.

COURSE I.—In addition to the actual, practical instruction in the art of cooking, students have the advantage of some work in the division and combination of foods.

COURSE II.—General Household Economy, including the artistic and sanitary conditions of the home.

COMMERCIAL DEPARTMENT.

E. J. FORNEY,
MAMIE BANNER, ASSISTANT.

SHORTHAND.

We teach the original Isaac Pitman system of shorthand, and it is the aim of the course to make practical shorthand writers—amanuences and reporters. The inductive method of teaching prevails in the department, and the course being well graded, the student is led step by step, through easy and natural stages, to *see*, to *think*, and to *act* for herself.

The course at first embraces not only the study of the principles, but the reading and writing in shorthand of a wide range of English classics. As the student advances, in order to acquaint her with the forces and machinery of the business world, actual business letters bearing upon various subjects are dictated, reproduced on the typewriter, copied in the letter book, etc.

Believing that a larger portion of our students will be ultimately engaged in amanuensis work, this feature is made the leading purpose of the course; but reporting and the work pertaining thereto is not neglected, and when a student demonstrates that she can receive the higher work in shorthand to advantage, such dictation is given as is calculated to give power, strength, and general information. We also give technical instruction, such as medical and legal terms, etc.

Students in the advanced work are required to visit the lower classes for observation in teaching, and the latest and best methods are, therefore, demonstrated at a period in the work when they can be appreciated.

The educational value of shorthand has received far less attention than the utilitarian side of the study. The position of this art in relation to intellectual pursuit is unique. It is not only a useful accomplishment, worthy of acquirement on its own account, but the very act of learning it is a mental discipline of no mean order.

There are two courses of which a student may avail herself—one for special students who wish to make a specialty of shorthand and type-writing; the other for those who are taking Course III (see pages 43 and 44) leading to graduation, but no student will be permitted to graduate in this course who shall not have acquired the ability to write 80 words a minute, requirements being the same as for certificates. The course of instruction for the special students will be planned as far as possible with reference to their special needs. Where it is deemed necessary, sentence structure and rhetoric in the English department of the College will be required.

The diligent student can, in eight months, acquire a speed of 80 to 120 words per minute, which is sufficient to do good office work, but if reporting is intended, the subject should be studied for at least two sessions.

Certificates will be given to students who can write from dictation correctly in shorthand from general new matter at the rate of 80, 100, 125 (and above) words a minute. Students must pass examinations in Grammar, Rhetoric and Arithmetic before receiving this certificate.

If business men who may be needing stenographers will write to this Department, they will be put in correspondence with efficient help.

HOME STUDY.—There are many young men and women who would probably like to take advantage of a course of systematic work at home. To all such the shorthand department will, upon request, outline a course of home work. All exercises sent to the College will be criticised and corrected, the only requirement being that the postage both ways be paid. This course of home work is constructed to produce *results*. Therefore it will take time and energy. In order to make the course as strong as possible, the complete outline includes the use of a number of books the cost of which the student must bear. But in order to give students an opportunity to test their power before expending money for books, the Department has issued a small pamphlet containing ten easy, well-graded lessons, which will be forwarded to any one upon application.

During last year the department was glad to extend help to ten or more non-resident students.

Students will be admitted to this department at any time during the college year not later than March 1st.

TYPEWRITING.

The Remington Typewriter is used as the most important machine, though other machines are used. This department is designed not only to give the student skill in the use of the machine, but special attention is paid to vocabulary, spelling, punctuation and paragraphing. The instruction in this department is purely practical.

BOOKKEEPING.

The course in bookkeeping and business practice is similar to that which can be obtained in progressive commercial colleges. We do not teach, as is commonly done, the copying of accounts from text-books, thus making up the "sets," but each transaction is presented to the student as much like the performance of actual business as possible. The result of each student's work can be made entirely different, and the calculation, addition, and getting off of trial balance depend upon the student's efforts. The student is, therefore, taught self-reliance from the start. The course from the business standpoint is a comprehensive one; it will not only make bookkeepers, but at the same time the student becomes thoroughly conversant with all kinds of common commercial forms, blanks, etc. The arrangement of the books, blanks, etc. is such that the subject can be taught with ease in schools of lower grade.

SPECIAL INFORMATION.

COURSE OF STUDY AND GRADUATION.

It is the special province of The State Normal and Industrial College to emphasize the useful and practical rather than the ornamental, though it does not mean to depreciate, nor will it neglect the æsthetic features of education.

While the entire course of study has been arranged with a special view to prepare young women to teach, it is doubtful whether any young woman who wants a good general education could pursue a more profitable course of study than the one indicated.

ADMISSION OF STUDENTS.

The Normal and Industrial College is a part of the public school system, and its special mission is to prepare people to work in and improve that system. Desiring to do the greatest possible good to all the State, it has made its requirements for admission to the freshman class, such that any bright girl who has improved all her opportunities in the best country public schools can enjoy its advantages. To make the requirements for admission lower than this is unnecessary, and to make them higher would exclude many worthy and ambitious young women belonging to a class which, more than any other, influenced the Legislature to vote for the establishment of the College, and who have therefore, a peculiar right to its advantages.

As the public schools throughout the State become better, the entire course of study in this College will be advanced.

REQUIREMENTS FOR ADMISSION.

For admission to the Freshman Class, examinations must be passed in the following subjects:

Arithmetic.

United States History.

North Carolina History.

English Grammar and Composition.

Hygiene.

1. As to scholarship, the applicants in order to be admitted to the freshman class, must be able

(a) To analyze any ordinary arithmetical problem;

(b) To express thoughts accurately in writing;

(c) To show a reasonable familiarity with English Grammar, Geography, History of the United States, History of North Carolina, and Physiology and Hygiene as taught in the public schools;

2. They should be sixteen years old and in good health;

3. They should send with their application, *which they themselves must write, statements from their last teachers as to scholarship, conduct and habits of study.*

So far as recitation room and teaching force is concerned, the college can accommodate four hundred students; but the number it can accommodate with board in its dormitories is limited. (Board can be had in good families near the college at from \$9 to \$12 a month. Board is furnished in the dormitory buildings of the college at not exceeding \$8 a month.)

REGULAR COURSES OF STUDY.

Four regular courses of study, of four years each, are prescribed by the College. These courses of study are of equal rank. The diploma of the College will be awarded for the completion of any one of them.

All students who take the pledge to become teachers are required to pursue one of these regular courses, and, as a rule, others are advised to do so. When it seems advisable, however, special courses will be arranged for students who are not under contract to teach.

No student will be allowed to take more than twenty-four periods a week, including physical culture.

COURSE I.

FRESHMAN.	SOPHOMORE.	JUNIOR.	SENIOR.
Algebra..... 4	Geometry..... 4	Trigonometry	English..... 3
English..... 4	English..... 3	and	Latin..... 3
Latin..... 4	Latin..... 4	History..... 3	French or..... 3
French or..... 5	French or..... 4	English..... 3	German..... 2
German..... 3	German..... 5	Latin..... 4	Review..... 7
Physical Geog- raphy and	Chemistry..... 2	French or..... 5	Pedagogics, with practice..... 4
Botany..... 2	General History.. 1	German..... 5	Geology..... 4
European History 2	Reading..... 1	Physics or..... 5	Zoology..... 4
Drawing..... 2	Vocal Music..... 2	Architectural... 3	Mathematics or
Vocal Music..... 2	Drawing..... 2	Drawing..... 3	Architectural
Physical Culture, 2	Physical Culture, 2	Psychology..... 3	Drawing..... 1
		Civics..... 3	Elocution..... 1
		Elocution..... 2	Physiology..... 3
		Music..... 1	

COURSE II.

Allowing special attention to the Department of Domestic Science.

FRESHMAN.	SOPHOMORE.	JUNIOR.	SENIOR.
Algebra..... 4	Geometry..... 4	Psychology..... 3	Pedagogics, with practice..... 7
English..... 4	English..... 3	English..... 3	English..... 3
Latin..... 4	Latin..... 4	Latin..... 4	Latin..... 3
French or..... 5	French or..... 4	French or..... 4	French or..... 3
German..... 3	German..... 5	German..... 5	German..... 3
Physical Geog- raphy and	Chemistry..... 1	Physics..... 3	Physiology..... 3
Botany..... 2	Reading..... 2	Civics..... 2½	Elocution..... 1
European History 2	General History.. 2	and	Review..... 2
Drawing..... 2	Sewing..... 2	Elocution..... 2	Dressmaking... 4
Vocal Music..... 2	Physical Culture, 2	Cutting and	Household
Physical Culture, 2	Vocal Music..... 1	Fitting..... 3½	Economics... 2
		Cooking..... 4	

COURSE III.

Allowing special attention to the Commercial Department.

FRESHMAN.	SOPHOMORE.	JUNIOR.	SENIOR.
Algebra..... 4	Geometry..... 4	English..... 3	English..... 3
English..... 4	English..... 3	Latin..... 3	Latin..... 3
Latin..... 4	Latin..... 3	French or..... 4	French or..... 3
French or..... 5	French or..... 4	German..... 4	German..... 3
German..... 5	German..... 4	Civics..... 3	Pedagogics, with
Physical Geog- raphy and..... 3	Chemistry..... 5	Elocution..... 2	practice..... 7
Botany..... 3	General History.. 2	Music..... 1	Review..... 2
European History 2	Reading..... 1	Psychology..... 3	Elocution..... 1
Drawing..... 2	Drawing..... 2	Shorthand..... 2	Shorthand..... 1
Vocal Music..... 2	Vocal Music..... 1	and..... 8	and..... 7
Physical Culture.. 2	Physical Culture, 2	Typewriting.....	Bookkeeping.....

COURSE IV.

Allowing special attention to the languages. Two languages are required in this course. Four years of Latin and three of a modern language, or four years of French or German and three years of Spanish, French, or German.

FRESHMAN.	SOPHOMORE.	JUNIOR.	SENIOR.
Algebra..... 4	Geometry..... 4	English..... 3	English..... 3
English..... 4	English..... 3	Civics..... 3	Latin..... 3
European History 2	General History.. 2	and..... 2½	French or..... 3
Latin..... 2	Latin..... 2	Elocution..... 2	German..... 3
French or..... 5	French or..... 4	Latin..... 4	Elocution..... 1
German..... 5	German..... 4	French or..... 4	Physiology..... 3
Physical Geog- raphy and..... 3	Chemistry..... 5	German..... 5	Geology or..... 4
Botany..... 3	French..... 5	Physics..... 5	Zoology..... 4
Drawing..... 2	German or..... 5	French..... 4	French..... 4
Vocal Music..... 2	Spanish..... 5	German or..... 4	German or..... 4
Physical Culture.. 2		Spanish..... 3	Spanish..... 4
		Psychology..... 3	Pedagogics, with
		Physical Culture, 2	practice..... 7
			Review..... 2

SPECIAL MUSIC COURSE.

Allowing special attention to instrumental or vocal music. This course, like the regular courses, leads to the diploma of the College, but the same extra charges for music will be made as advertised elsewhere in this catalogue under "Instrumental Music" and Special Course in Vocal Music.

FRESHMAN.	SOPHOMORE.	JUNIOR.	SENIOR.
Music..... 5	Music..... 7	Music..... 9	Music..... 9
English..... 4	English..... 3	English..... 3	English..... 3
History..... 2	History..... 2	Civics..... 3	Language..... 3
Language..... 5	Language..... 4	Elocution..... 3	Elocution..... 1
Algebra..... 4	Geometry..... 4	Vocal Music..... 4	Pedagogy..... 7
Vocal Music..... 2	Vocal Music..... 1	Language..... 4	or.....
Physical Culture, 2	Physical Culture, 2	Chemistry..... 5	Physics..... 5
		or.....	Physiology..... 5
		Pedagogy..... 3	
		Drawing..... 2	

DEGREES.

By act of the recent Legislature, the College is authorized to confer the usual college degrees upon candidates who have satisfied the requirements of residence and study prescribed by the authorities. The Faculty are preparing an advanced course of study that shall be the equivalent of the courses of study in the colleges of best standing in North Carolina. This advanced course will, in all probability, be arranged in time for applicants to be admitted to it at the opening of the fall term in 1901. All young women desiring to become applicants for a degree are invited to correspond with the President of the College.

BOARDING PLACES IN THE DORMITORIES.

One hundred and fifty-two of the boarding places in the dormitories will be given to students who have free tuition on account of their intention to become teachers. The other places will be given to those who prefer to pay tuition whether they intend to become teachers or not, the money thus derived from tuition being used to enlarge and better equip the dormitories.

Any county appointments not applied for by August 1st, will be given to applicants from other counties, preference being given to the following classes :

1. Graduates of colleges for young women. (This is done in order to prevent graduates from entering the competitive examinations against younger and less mature scholars in their own counties, and because these graduates can be prepared in a shorter time to begin teaching in the schools of the state.)

2. Those who have spent a year or more at this college, boarding in private families, and whose conduct and studious habits have commended them to the faculty. Those who have boarded in the dormitories and paid tuition, though intending to become teachers, are also considered as belonging to this class.

3. The best material among new applicants.

COUNTY APPORTIONMENT.

Of the one hundred and fifty-two county appointments, which merely give the privilege of securing board at the reduced rate in the dormitory buildings, the following is the apportionment, by counties, according to law:

2 Alamance	2 Forsyth	1 Orange
1 Alexander	1 Franklin	1 Pamlico
1 Alleghany	2 Gaston	1 Pasquotank
1 Anson	1 Gates	1 Pender
2 Ashe	1 Graham	1 Perquimans
2 Beaufort	2 Granville	1 Person
1 Bertie	1 Greene	2 Pitt
1 Bladen	3 Guilford	1 Polk
1 Brunswick	1 Halifax	3 Randolph
4 Buncombe	1 Harnett	1 Richmond
2 Burke	2 Haywood	2 Robeson
2 Cabarrus	2 Henderson	2 Rockingham
2 Caldwell	1 Hertford	2 Rowan
1 Camden	1 Hyde	2 Rutherford
1 Carteret	3 Iredell	2 Sampson
1 Caswell	1 Jackson	1 Scotland
2 Catawba	3 Johnston	2 Stanley
2 Chatham	1 Jones	2 Stokes
2 Cherokee	1 Lenoir	2 Surry
1 Chowan	1 Lincoln	1 Swain
1 Clay	1 Macon	1 Transylvania
2 Cleveland	3 Madison	1 Tyrrell
2 Columbus	1 Martin	2 Union
2 Craven	1 McDowell	1 Vance
2 Cumberland	3 Mecklenburg	3 Wake
1 Currituck	2 Mitchell	1 Warren
1 Dare	1 Montgomery	1 Washington
2 Davidson	2 Moore	1 Watauga
1 Davie	2 Nash	2 Wayne
2 Duplin	1 New Hanover	3 Wilkes
1 Durham	1 Northampton	2 Wilson
1 Edgecombe	1 Onslow	2 Yadkin
		1 Yancey

APPLICATIONS AND EXAMINATIONS.

Students who win appointments from their own counties to board in the dormitories can hold them until they complete the course, provided their conduct and progress are satisfactory to the faculty.

All applications for the competitive examination should be in the hands of the President on July 15th.

If, on that day, the number of applicants from any county does not exceed the number which the county is entitled to send, and if it is evident, from the application and for other reasons, that the scholarship of such applicant or applicants is good enough to admit her or them to the college, notification will be given, and the examination for classifying such students will take place when they arrive at the college. If, however, there should be more applicants than can be admitted from the county, a competitive examination, prepared by the faculty, will be held at your county seat about August 1st.

BOARDING ARRANGEMENT AND EXPENSES.

Students are allowed to board in private families in Greensboro, provided the President of the Institution is notified in advance and approves of the places where they propose to board. The College cannot rid itself entirely, nor does it desire to, of responsibility for the conduct of its students out of school hours, even though they do not board in the college dormitories. It will therefore, receive as students only those who board in such homes as will be managed in harmony and sympathy with the government of the college. Those who board in the dormitory buildings will be under the direct care of the President, the Lady Principal and such competent lady assistants as will be selected to manage the dormitories. These buildings have been fitted up by the State, and board will be furnished at actual cost, not to exceed \$8 a month. The law does not allow any profit to be made on the boarding department.

At the close of each annual session the supplies left over will be sold, and whatever surplus is left in the hands of the Bursar and Matron will be distributed to the students who may have boarded in the dormitories.

The dormitory buildings will be made pleasant homes for the students. Their social life will receive special attention, and a woman physician will be on the premises night and day, and will have the constant care of their health.

EXPENSES FOR ANNUAL SESSION.

By recent action of the trustees the length of the annual session has been increased three weeks. This makes an increase of \$8.00 in the necessary yearly expenses of students who board in the dormitories.

Board in the dormitories (not to exceed).....	\$70.00
Laundry.....	14.00
Medical and Physical Culture fee.....	5.00
Fee for use of books and Apparatus.....	5.00
Registration fee.....	4.00
Single Bed fee.....	2.00
<hr/>	
Total, exclusive of tuition.....	100.00
Tuition for entire course.....	40.00
<hr/>	
Total, including tuition.....	140.00

The payments for the regular charges and fees will be due as follows, in advance :

For students who board in dormitories and have free tuition :

September 18th.....	\$35.00
November 15th.....	25.00
January 15th.....	20.00
March 15th.....	20.00

For students who board in dormitories and pay tuition :

September 18th.....	\$45.00
November 15th.....	35.00
January 15th.....	30.00
March 15th.....	30.00

For students who have free tuition and do not board in dormitories :

September 18th.....	\$14.00
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For students who pay tuition and do not board in dormitories :

September 18th.....	\$24.00
November 15th.....	10.00
January 15th.....	10.00
March 15th.....	10.00

All students are now required to use single beds and the fee of \$2.00 heretofore paid by students using them must be paid by all.

No free tuition is given to a non-resident of the State, but a tuition charge of \$60.00, instead of \$40.00, is made.

Students who do not go home during the holidays will pay \$2.25 for board and laundry for the extra week.

The only additional expenses at the college will be for medicine used; literary society fee; and for graduates, a diploma fee of \$5.00.

To any student not boarding in the dormitories desiring to take a special course in Phonography, Domestic Science, Art, Vocal Culture, or other single department, and who does not expect to become a teacher, a charge of \$20.00 for tuition will be made, besides the regular fees.

If the student boards in a private family, the cost for the annual session will be increased by an amount ranging from \$10.00 to \$32.00 according to price paid for board. Board in private families must be paid monthly in advance.

All students, whether with or without free tuition, must pay their board and other living expenses, according to the terms of the catalogue

The students are not required to bring any text-books. The College will, for the book fee, furnish the use of all ordinary text-books. But it might be helpful if students would bring any books in their possession relating to Science, Literature, History, etc., to be used as reference books. Latin, French, or German Lexicons, when needed, must be purchased by the student.

In all business matters the College prefers to deal directly with the student, rather than with their parents or guardians. This gives them business experience, and makes them see what their training is costing.

All students are supposed to matriculate for the full year, and must not expect any fees or dues remitted on account of their irregularities, or change in their plans, except in cases of their serious illness, making it necessary for the resident physician to advise them to return home.

Let all checks and money orders be made payable to E. J. Forney, Bursar.

FREE TUITION.

The State Normal and Industrial College offers no scholarships. The only students who can have free tuition are those "who signify their intention to teach upon such conditions as may be prescribed by the Board of Directors." Each student applying for free tuition must sign the following agreement:

"I seek the opportunities of the State Normal and Industrial College because it is my desire and intention to make teaching my profession, and I agree, in consideration of free tuition granted me in said institution, if I can secure employment and my health permits, to teach in the public or private schools of the State for at least two years after I leave the College. If I fail to teach as herein stated from any fault of mine, which shall be decided by the Board of Directors or the Executive Committee, I agree to pay the College full tuition for the time I attended,"

LOAN FUNDS AND FELLOWSHIPS.

THE WOMEN'S EDUCATION CLUB

is a co-operative philanthropic association, whose aim it is to help worthy and ambitious young women who have brains and character, but who are unable to defray all the expenses of their education. The membership consists of members of this College and of others whom they can induce to join the club. The annual fee, \$2, is due the first of December for the next five years after becoming a member of the organization. It will use its funds to make loans to worthy students who could not enter the College without this help.

THE JARVIS BUXTON LOAN FUND.

This fund, now amounting to \$100, is established by Mrs. J. C. Buxton, of Winston, N. C., in memory of her little son, who, notwithstanding the fact that he was an invalid all his life, had accumulated this amount of money before his death.

THE ADELAIDE WORTH DANIELS FUND.

This fund, amounting to \$100, has been established by Mr. and Mrs. Josephus Daniels in memory of their little daughter, and is to be used as a loan fund to worthy students.

THE LIDA CARR FELLOWSHIP FUND.

This fund was established by Mrs. Julian S. Carr, and yields in interest \$200 a year.

OTHER LOANS.

The Alumnæ Association and the Adelprian and Cornelian Societies have each made small loans annually to especially deserving students.

DISCIPLINE.

The general policy in regard to discipline has been to trust the students and appeal to their honor and pride, and to their interest in the success of the College. It is but simple justice to say that they have responded to these appeals with a loyalty and faithfulness worthy of the highest praise. Whatever regulations have been made in regard to conduct and study hours have been the result of a consultation with the students, and of a practically unanimous vote in their favor. The students are responsible for the preparation of their lessons, but they can do their studying

either in the Assembly Hall, where each of them has a desk, or in their private rooms, as their brothers do when they go to college. The object is to throw responsibility upon the students, and to make them as nearly as practicable, a self-governing body. The experiment has worked well so far, and, in many ways, the plan has advantages over that system of management based on rules and restraints made solely by those in authority.

Under certain conditions it might be found necessary to modify the method of discipline, *but, where many of the students are themselves teachers, where about one-third are defraying their own expenses, and where the average age is nearly twenty years*, the sober judgment of the students can generally be relied upon to produce a public sentiment that will result in right conduct and honest work.

Each student when she registers is required to sign the following contract:

CONTRACT.

I do hereby contract with The State Normal and Industrial College, that so long as I shall remain a student of the College, I will endeavor to comply cheerfully with all its regulations in all particulars, and I agree not to deface or injure, by writing or otherwise, any of its furniture, books, or other property. Moreover, if I should accidentally do damage to any property of the College, I hereby agree to report it promptly to the President, or, in case it should be dormitory property, I agree to report it to the lady in charge of the building where the damage is done, in order that it may be properly assessed and that I may pay for the same.

GENERAL INFORMATION.

AN EDUCATIONAL CENTRE.

The State Normal and Industrial College and its friends are to be congratulated upon its location. Greensboro is one of the prosperous, growing cities of the State. It has long been an educational centre.

Its healthfulness is well known, and its social and religious influences are the best. Its people and the people of Guilford County are liberal friends of public education, and have always been strong advocates of the education of women. The graduates of old Edgeworth are scattered over North Carolina, and are warmly attached to Greensboro, where, for so many years, their alma mater educated the women of the State.

The Greensboro Female College, managed under the auspices of the Methodist church, is located here, and is one of the most popular institutions in the State. There are other excellent private schools. The public schools of Greensboro are well equipped, and do efficient work, giving boys and girls a thorough preparation for college.

There are few towns or cities where such educational advantages can be had at such small cost, and, on that account, many people have moved to Greensboro to educate their children.

GREENSBORO'S ACCESSIBILITY.

There is another important reason why the College is fortunately located. To the entire people of the State, Greensboro is the most accessible of North Carolina towns. It is the railroad center of the State. The North Carolina Railroad, the Northwestern North Carolina Railroad, the main line of the Southern Railway, and the Atlantic and Yadkin Valley Railway, meet at Greensboro.

The schedule time to Greensboro from Raleigh, Fayetteville, Durham, Winston-Salem, Mt. Airy, Statesville, Salisbury, and Charlotte is from one to four hours.

A person can leave Weldon, Goldsboro, Tarboro, Wilson, Maxton, Hamlet, Wilkesboro, Asheville or Hot Springs, in the afternoon and reach Greensboro by bedtime.

Students who leave Wilmington at 9 A. M., and those who take the early trains at Murphy, Morehead City, and the railroad stations in the most remote corners of the State will meet in Greensboro in the afternoon or evening of the same day.

EQUIPMENT.

No institution of learning can accomplish its work without good general equipment. Well-arranged buildings, good furniture, and a strong faculty are not the only essentials. Scholars, unlike poets, are not born;

they grow. Students should breathe an atmosphere that will promote growth. No institution without a good library can reasonably hope to send into the world graduates with a literary or professional spirit.

As a part of the general equipment, this College is provided with a well selected library. Great care has been taken to select such books as will be most serviceable to students in their work in the various departments, and the library is kept open daily and is in constant use from 9 A. M., to 5 P. M.

A Reading Room, containing the best current literature, including State and National newspapers, leading magazines, and educational journals, is open to the students at all hours.

The department of Natural Science has well equipped laboratories, supplied with microscopes, specimens, and other necessary working apparatus.

STUDENT'S ORGANIZATIONS.

There are a number of organizations among the students, and it is a mistake from any standpoint for a young woman to come to the College and not belong to one or more of them. The expense connected with membership is not large and the advantages are very great in many ways.

THE ADELPHIAN AND CORNELIAN SOCIETIES

are two literary organizations of strength and usefulness both to the College and to the individual members. They are managed by the students themselves, and the faculty have no connection with them except honorary membership. After observing for several years the progress of those students who have joined these societies and those who have not, the authorities of the College do not hesitate to say that it is a great mistake for a student not to become a member. Besides the literary work, they give a training to students in self-control and in influencing others' thoughts which the regular work of the College cannot give.

The Board of Directors prohibits any other secret organizations.

THE YOUNG WOMEN'S CHRISTIAN ASSOCIATION

is the organization under whose auspices most of the religious work of the College is done. All the students are invited to become members, and the faculty give such aid as they can in the prosecution of the work. The association has charge of the charity work, daily Bible study and prayer-meetings, and other general religious work. The pastors in town and others are frequently invited to make addresses before the organization.

SOCIAL LIFE.

With regard to the social management of the dormitories, we consider it essential that the young ladies should have every privilege consistent with student life. Shopping, visiting, and receiving friends to a reasonable extent are not prohibited, but no night may be spent out of the dormitories without a written request from parents or guardians, and, even then, permission will not be granted if, in the judgment of the authorities, it would be unwise to grant it.

Visits from gentlemen must be restricted to holiday occasions and to those stated times when the young ladies will announce that they are "at home" to their friends generally.

No one must expect exceptions to the foregoing regulations unless a written request for each case comes from her parents or guardian, addressed to the President or the Lady Principal.

SCOPE OF PATRONAGE.

The following interesting and suggestive table of statistics, obtained from the students themselves, shows the character of the patronage and its wide range as to locality, class, and previous educational opportunity:

Number of students	407
Average age of students.....	20
Number of counties represented	77
Number of States represented.....	4
Number of graduates of other institutions for women.....	6
Number who have taught.....	86
Number who are defraying their own expenses.....	130
Number whose fathers are not living	91
Number whose fathers are farmers.....	137
Number whose fathers are merchants	45
Number whose fathers are clergymen.....	11
Number whose fathers are physicians.....	12
Number whose fathers are druggists.....	2
Number whose fathers are teachers.....	3
Number whose fathers are lawyers.....	10
Number whose fathers are lumber dealers	5
Number whose fathers are drummers.....	10
Number whose fathers are manufacturers.....	14
Number whose fathers are mechanics.....	7
Number whose fathers are railroad agents.....	2
Number whose fathers are steamboat agents.....	1
Number whose fathers are clerks.....	3
Number whose fathers are insurance agents.....	6

Number whose fathers are Postmasters.....	2
Number whose fathers are civil engineers.....	2
Number whose fathers are editors.....	1
Number whose fathers are tobacconists.....	3
Number whose fathers are book-keepers.....	4
Number whose fathers are liverymen.....	2
Number whose fathers are tailors.....	1
Number whose fathers are government officials.....	9
Number whose fathers are engaged in miscellaneous business.....	19
Number whose fathers have retired from business.....	5
Number educated partially or entirely in public schools.....	363
Number who, according to their own statement, would not have attended any North Carolina College if they had not become students of the State Normal and Industrial College.....	242

THESE FIGURES SHOW

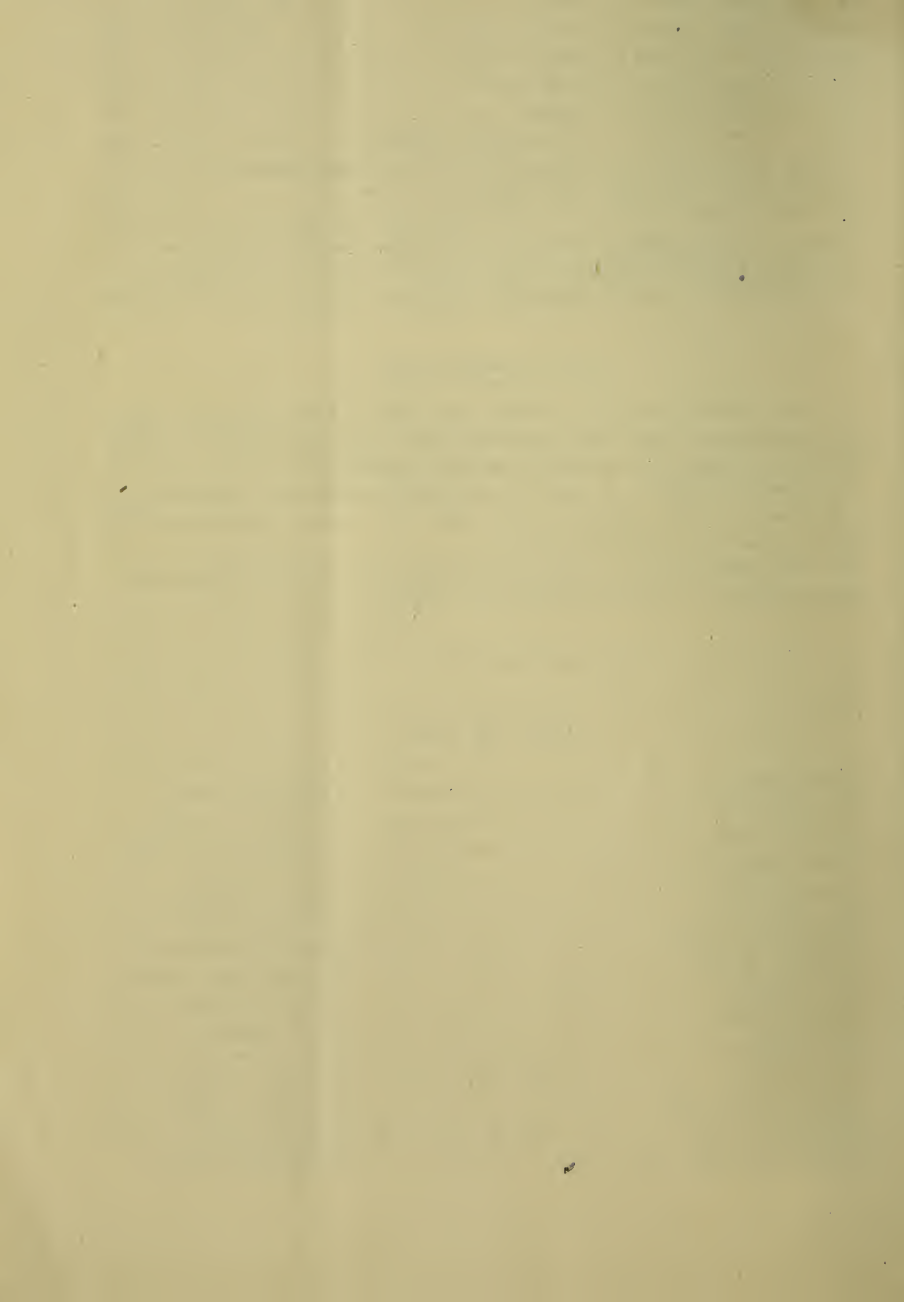
1. That over 31 per cent., or nearly one third, of the students of the past year defrayed their own expenses, with borrowed money or with their own earnings, and without help from parents.

2. That 242 students, or over 59 per cent., would have attended no other North Carolina College if they had not become students of the State Normal and Industrial College.

3. That 363 students, or more than 89 per cent., received their preparation partially or entirely in the public schools.

CLASS OF 1901.

Abbott, Rosa.....	Guilford County.
Allen, Daisy B.....	Franklin County.
Ferguson, Anna Lee.....	Rockingham County.
Haynes, Mabel L.....	Wake County.
Herman, Bertha E.....	Catawba County.
Hines, Mamie P.....	Lenoir County.
Kirkpatrick, Eunice.....	Mecklenburg County.
McKinney, Birdie.....	Rockingham County.
Rowe, M. Rosa.....	Catawba County.
Sanford, Laura.....	Davie County.
Sugg, Bertha R.....	Greene County.
Wharton, Ida.....	Forsyth County.
Winston, Frances H.....	Franklin County.
Womble, Frances V.....	Wake County.
Zoeller, Elizabeth.....	Edgecombe County.



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